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ABSTRACT

This learning packet contains seven modules designed to teach about human rights around the world. These activities may be integrated into different subjects within the social studies curriculum. For each module, the case studies are drawn from two of the five countries included in the "Handbook on Human Rights and Citizenship." Each module also contains learning objectives, class activities, and student reference materials. The packet is formatted so that student activities may be reproduced for distribution to the class. Module 1 focuses on developing a broader understanding of the definition of human rights through an in-depth examination of the "Universal Declaration of Human Rights." The activities in module 2 are designed to enhance the understanding of justice as it is observed or ignored at individual, institutional, national, and international levels. Activities in module 3 examine the issue of freedom of conscience and expression. The ways that discrimination is shown against some groups are investigated in module 4. The "International Covenant of Economic, Social, and Cultural Rights" is used as the basis for studying freedom from want in module 5. In module 6, students look at individual rights and protection from the government. Understanding the organizations and methods of working toward universal human rights is the goal of module 7. (SM)

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JUSTICE AROUND THE WORLD

A Student Packet
For Secondary Schools

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New York State Education Department, retired

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To the Teacher:

The objectives and activities for the senior high school study of human rights are written for the student. Because of the variation in course offerings, particularly at the 12th grade level, no attempt has been made to tie the activities to specific subjects. For each module, case studies are drawn from two to five of the countries included in the project. A teacher of Russian Studies can elect to use only those cases drawn from the U.S.S.R. On the other hand, for a school teaching Comparative Government there is a range of cases in terms of geographic location and stage of economic development of the countries.

Notes for the teacher are given on the outside edge of the page, so that the teacher may turn them under or tear them off when photocopying pages for student use. Notes range from suggestions of how to adapt an activity for younger students to suggestions for time to be spent on a particular strategy. Some activities may take less than a class period but lend themselves to expansion for several days' use.

Readings are to be found in *Handbook on Human Rights and Citizenship* (of which this packet is a portion). Some have summary rewrites for younger readers. Most do not. Teachers may wish to modify, edit, shorten or eliminate those which are too adult for their students. The *Handbook* may be obtained from the address on the title page of this packet.

MODULE 1: Universal Human Rights: How Universal?

Learning Objectives: As a result of working through these activities, you should be able to:

(1) Show a wider, deeper interpretation of what is meant by human rights.

(2) Identify the relationship between a definition of human rights and the background and experiences of the definer.

(3) Analyze how situations in various countries affect the guarantees of human rights.

References for Student Reading in Handbook on Human Rights and Citizenship Readings C, pp. 3–7, 19–25, G; 37, 38, 67, 71, 74, 78.

Activity 1:

(1) You may consult with anyone you wish, use textbooks and/or the library. Tomorrow when you come to class you will have 10 minutes to list those rights which are important enough to all human beings, that they should be included in a universal declaration of human rights.

(1) Encourage discussion with others, including parents, for this assignment.

(2) Code your paper so you will recognize it, but do not put your name on it. For the next 10 minutes list those rights which are so important to all human beings, that they should be included in a universal declaration of human rights.

(2) Collect papers and shuffle, distribute to groups.

(3) In groups of five or six students, consider the statements on the papers given to you by your teacher. Select the three most common rights and list them on a large sheet of paper to be hung on the wall. On the chalkboard, under the name or number of your group, list the most unusual right on the papers given to you.

(3) You may wish to group students, taking into consideration what you observed while they were writing.

(4) Arrive at group consensus on the one right you would not want to lose, and the reasons for that selection.

(4) Provide large paper sheets, and masking tape, and divide the chalkboard.

(5) In full class discussion the groups can compare their "most common" and "most unusual" selections. Each group should then present its "most valuable" right with the justification.

Activity 2:

Read the following dialogue:

If your class is prone to simple stereotypes, rewrite this to include a black woman lawyer, a Hispanic M.D., a white on welfare, etc.

> This discussion took place in a class in Comparative Government in West Suburbia High School. The class includes a number of children of blue collar workers, three whose parents are on welfare, a few whose parents are doctors, lawyers and other professionals. One student is a foreign exchange student from Nigeria, living with the family of one of the other students in the class. Four members of the class are black, one is biracial (Native American and white) and two students are bilingual (Spanish-English). Three students are from one-parent homes.

The question before the class: What rights should be included in a statement of Universal Human Rights?

Pat: My father says the best definition of human rights can be found in the Bill of Rights in the good old U.S. Constitution.

Jerry: Then how come other countries haven't copied it? Besides, it doesn't guarantee everyone the right to life.

Alice: Anyway, it took quite a few years after the Bill of Rights was adopted to get rid of slavery.

Charlie: I say "freedom of expression" is the most important. Anything we do: what we wear, the jobs people have, our religion, even what we eat is part of expressing ourselves. So we've gotta have that freedom.

Beth: I think any statement should say something about safeguarding the family.

Mary: Yes, but it has to be more than that. I think "the right to adequate food, shelter, and clothing" for each individual is the most important.

Brian: Why, the government couldn't guarantee that! After a while nobody would work. The right to hold a job, maybe, so you could earn enough to provide food, shelter, and clothing; but not just free government handouts.

Tom: But you have to remember, in some places there are groups of people who because of their color or their religion, or something, don't get equal chances for education or jobs. A rights statement should outlaw discrimination.

Esther: That should include protections for women, against discrimination.

(1) Allow 10 to 15 minutes for writing.

(1) Write down a list of all the speakers above and after each name list what things in the person's background might account for the views expressed. You may draw upon the description of the class, but add other factors which might have influenced the speaker.

(2) If class members do not move beyond political/civil rights, have them read the statement by Andrei Amalrik, Recipient of the 1976 Human Rights Award.

(2) Now compare your list with that of a fellow student and try to "sell" him/her on your reasoning. (He/she will do likewise to you.)

(3) Are there any right answers to this exercise? Which objective (listed above) are you probably achieving through this activity?

Activity 3:

(1) Examine a copy of the Universal Declaration of Human Rights, to note the variety of rights included in that statement. Read Article 13.

(2) Read Article 12 in the International Covenant on Civil and Political Rights.
   (a) Does it guarantee the same right as that stated in the Universal Declaration, Article 13?
   (b) Underline those phrases which might be used by a governmental official in denying an exit visa, or in committing someone to internal exile.

(2) Help students to see the Universal Declaration as a statement of beliefs, the Covenant as an agreement to enforce these provisions. This helps explain the weakening clauses.

(3) Read one or more of the following case studies:

Readings 37, 38, 68, 71, 78.

   (i) Check the list of signatories of the International Covenant, to learn whether the countries involved have subscribed to these documents.
   (ii) Prepare a statement that might be made by the government of Italy and of the U.S.S.R. to justify the exiles or the expulsions from the country.

(4) Suppose that you were to get up and leave your classroom because you were tired of sitting there?
   How might your teacher or principal explain why you have to have a pass to move about during class time? How does this explanation compare with the government statement above?

(4) If a "pass" system is not required, in your school, write a fictitious incident in which a school does have such a requirement.

Activity 4:

(1) Take back your 10 minute list of human rights. Add or subtract from the list on the basis of the activities in which you have taken part.

(1) Spread out the papers, so students may find their codes and retrieve these statements.

(2) Which activity, or portion of one, most influenced your changes? Which reinforced the selections of rights which you had made?

(2) You may wish to have them sign these revised papers and hand them in as evaluations.

MODULE II: What Is Justice?

Learning Objectives: As a result of working through these activities you should be able to:

(1) Demonstrate a greater understanding of justice as it is observed or ignored at individual, institutional, national, and international levels.

(2) Examine cases in which one or more individuals claim injustice was done and decide whether the authority (government or individual) exceeded his/her powers.

(3) Read official agreements concerning justice and human rights and decide whether the guarantees they list can be enforced.

For Activity 1, the Teacher will give pretzels to some members of the class, but not others, announce that boys do not have to write any assignment for tomorrow, but the girls will; and other similar discriminations.

References for Student Readings

Readings C, pp. 3–7, 19–25; 14, 15, 60, 63.

"The International Law of Human Rights: Some Contemporary Landmarks," from C. Frankel, *Human Rights and Foreign Policy*. New York: Foreign Policy Association, Headline Series 241, 1978.

Activity 1:

(1) Since the class began, you have observed that your teacher has treated some members of the class differently. Divide into pairs (one favored, one discriminated against) and discuss this situation:
   (a) How do you feel about what happened?
   (b) How can the deprived or oppressed students get this condition changed? (It is called "get redress.")

(2) In followup discussion of the whole class, decide whether there is a person or institution who has authority to correct this situation.

Be sure to "call off" your discriminatory assignments!!

(3) In further class discussion arrive at a definition of justice that includes:
   (a) Who has rights.
   (b) What should happen when someone is deprived of rights.
   (c) Who has the responsibility to protect rights.

(4) Write this definition on a poster, to use in judging some cases from various parts of the world.

Activity 2:

Read this case for class discussion:

This case can be given as take-home reading, if parents are not easily upset by such fictional accounts concerning home, school.

If your school has had a recent incident like this you may prefer to write one concerning a parent searching a student's room.

A "safe" incident involving the question of who has authority wil be found in *Toward Civic Responsibility*, Bureau of General Education Curriculum Development, N.Y. State Education Dept., 1978, p. 35.

The officers of the Student Government Organization of Colonial City High School met with the officers of the Parent-Teacher Organization, to present the student views concerning administrative searches of lockers. After listening to their protests concerning embarassment and invasion of privacy, the PTA executives agreed that this was a violation of the students' human rights, and the Association President presented this view at the next school board meeting.

The local newspaper, however, had featured stories about drug and alcohol abuse in secondary schools in the area, and the community was demanding that "something be done" to protect "the other students" from the drug and alcohol pushers and users. The School Board passed a resolution, authorizing principals and faculty members to use master keys to search all lockers for contraband.

The officers of the SGO went to the president of the PTA and protested. "But you promised!" they said.

(1) Write your reactions to this incident without discussing it with anyone.

(2) Role-play the meeting of the SGO officers with the PTA president. Include the students' frustration, but also include in the PTA president's statement of defense a discussion of the principles one supports vs. authority to act. What actions can the PTA take in the future to protect students' human rights?

Activity 3:

Read one or more of the following case studies from *Handbook:* Readings 1, 14, 15, 59, 68, 69, 70, 71, 78.

Introduce the documents and reference section; where necessary, make multiple copies of relevant documents.

Check the Constitution of the country where the case occurred. Is there protection from search and seizure? Are there any "except" clauses which could nullify the protection against search and seizure?

Activity 4:

(1) Read the page, "The International Law of Human Rights: Some Contemporary Landmarks."

(2) Now examine a copy of the Universal Declaration of Human Rights and the International Covenant on Civil and Political Rights, to see if protection against search and seizure is listed.

(3) Check the list of nations which have signed one or more of these documents. Have the countries in which the abuses occurred signed?

(4) In small group or class discussion, examine the Universal Declaration and the International Covenant in detail, looking for enforcement or enactment procedures. Why haven't these agreements stopped violations?

(5) Read the excerpt from the Brezhnev speech on the 1977 Draft Constitution and the excerpt from "100 Questions and Answers." In your own words, write how Brezhnev would justify the Soviet incidents, despite the statement in Article 55 of the Soviet Constitution.

For a comparable example from the United States, see *Teaching About Basic Legal Concepts in the Senior High School*, Module IV, pp. 8–10. From Bureau of General Education Curriculum Development, N.Y.S. Education Department, 1974.

(6) Write a set of guidelines which the class should consider in examining justice and human rights violations in various parts of the world.

Although this serves as an evaluation, the guidelines can be used in examining other cases.

MODULE III: Individual Freedom of Conscience and Freedom of Expression: When/Why Do They Become a Threat to Others?

Learning Objectives: As a result of working through these activities, you will be able to:

(1) Analyze cases of religious discrimination in terms of the emotional forces that produce these reactions.

(2) Describe the values held by the religious participants.

(3) Examine other ways in which individuals express themselves and predict official and personal reactions.

Reading Selections:

Readings 8, 9, 18, 39, 45, 46, 47, 60, 63, 65, 70, 73, 76, 78, 79, 86.
Christopher Hill, ed., *Rights and Wrongs: Some essays on Human RIghts*. Baltimore: Penguin, 1969. Esp. articles:"Manifestations of Torture of Believers," "Disruption of Funeral Services," and "Police Brutality Outside the Prisons and Camps."

Activity 1:

Read the first question and answer concerning religion in the excerpt from *U.S.S.R.: 100 Questions and Answers.*

(1) To what extent do you agree that this is a definition of freedom of conscience that you can accept?

(2) Was this the answer to the question that you would expect in a recent Soviet publication?

If the class blandly assumes Government protection for all categories, bring in some current cases (The Barnette case has long since been accepted, but the prayer in schools is constantly being challenged at the local levels.)
Students who see the public as generally sympathetic should consider the Moonies stopping airport passengers; the "heat" over prayer in the school; sound trucks and record players of street-corner evangelists.

Since the list for the Soviet Unior is so long, you may wish to divide it among several groups of students.

Activity 2:

(1) Using the chart on p. 4, work as a class through the types of conduct, for United States today, using these types of responses:
   (a) For government protections or toleration, write the appropriate attitude preceded by a G.
   (b) For government attitude that is unclear (court case pending, or variety of official reactions), write attitude preceded by G−.
   (3) For general public reaction, use these designations, or others on which the class can agree: P^1 = sympathetic, P^2 = indifference, P^3 = ridicule, P^4 = hostile.

(2) Read one or more of the following cases, and use the chart for the country in which the case occurred:
   (a) "Indian Educator Evaluates Guajira Schooling"
   (b) Freedom of Conscience and Expression—Nigeria
   (c) Soviet Union: Iosif Mendelevich; The Right to Practice Religious Beliefs; Traditional Roots Sought by Some Jews; Moscow note re Members of Seventh Day Adventist Church; Yakor Pavlov; Religious Persecution, Lidia Voronina; Manifestation of Torture of Believers; Disruption of Funeral Services; Police Brutality (toward religious participants)

Note that the Nigerian incident predates the present Constitution, do some of the Soviet cases. Some discussion can be held concerning whether the new constitutions will eliminate abuses.

If you are teaching a course in Russian history, the role of the Church *and* the 19th centrury pogroms agains the Jews will be familiar to your students. Otherwise these and related topics will permit indepth studies for individual students.
You may wish to use this as a separate module.

Activity 3:

(1) Now analyze the cases in terms of the documents for the countries concerned; constitutions, official government statements, international covenants they have signed.
   Are these incidents in violation of official government policies?

(2) How would a government leader support the government action in each of these cases?
   What would you, as an official U.N. (or other international) observer want to know to examine the validity of the government response?

(3) A number of the cases in the Soviet Union, as reported in these documents, reveal violence and hostility on the part of the government officials.
   What conditions in Russian history might explain the strong emotional reactions of the government officials?

(4) Many of the cases of arrest of Russian dissidents are based upon publication or circulation of censored literature. The cases in this next section show that this situation is by no means confined to the Soviet Union.

Activity 4:

(1) Read one or more of the following cases from the *Handbook:* Reading 8, 18, 65 or 86.

(2) In small groups discuss the frustration you would feel, if your radio station could not carry the news (even the sports reports!) or if the newspapers appeared to be omitting important news items.
   (a) Have you heard complaints regarding your local news media of similar abuses?
   (b) Who controls the newspaper; the radio stations; the television stations in your area? Are there complaints similar to those in India? What can the average citizen do about it?

(c) There is a statement in Brezhnev's speech on the Constitution that helps to explain all of the refusals to sign Gorlov's permission to read the *New York Times*. Are there similar denials in American bureaucracies?

(3) Have the whole class consider the following documents, concerning the responsibilities of writers and other media personnel (from the *Handbook*): Readings 39, 45, 47.

Questions:

(a) What does the poet see as his duty?
(b) Does Achebe agree? What points does he make from Nigerian history?
(c) What do the "gadflies" have in common with the other two?
(d) How do *samizdat* and *tamizdat* relate to this question of responsibility?

Samizdat (*sam* = self; *izdat* =publish)

Uncensored, unofficial, underground publication by means of typewritten sheets, typed and passed on from friend to friend. *Samizdat* includes everything from the prose and poetry of non-approved writers to bulletins on the arrest, imprisonment and treatment of human rights activists.

Tamizdat (*tam* = there; *izdat* = publish)

Unapproved works by Soviet authors, published abroad. Works which circulate in *samizdat* are sometimes smuggled out of the Soviet Union and published abroad, either in Russian or in translation, or both. (The writings of Solzhenitsyn, Voinovich and Sakharov are well-known examples.) *Tamizdat* works often remain or reappear in the U.S.S.R. as part of the underground information circulation network.

Activity 5:

Freedom of conscience and freedom of expression are both provided for in Constitutions, yet are frequently violated in Western and in Eastern societies.

(1) List the government's ways of distorting or denying the practice of each. (Constitutional or otherwise)
(2) Explain how individual citizens frequently distort or deny the practice of each.

This can serve as an evaluation of individual or group learning. The written or oral responses should be reviewed, however, to reveal whether students have accomplished the objectives.

CHART CONCERNING FREEDOM OF CONSCIENCE

Public reaction to activity or conduct:	Practice or conduct related to religious beliefs	Praying secretly or privately	Taking part in public prayer or worship services	Publishing or distributing religious books or materials	Teaching children about your religious beliefs	Teaching adults about your religious beliefs	Insisting that the government protect or enhance your group's positional beliefs
UNITED STATES							
U.S.S.R.							
COLOMBIA							
OTHER (Nigerian case; others?)							

MODULE IV: Equality: How Much and for Whom?

Learning Objectives: After working through these activities, you will be able to:

(1) Describe the various ways that discrimination is shown against some groups by others in that country.

(2) Identify both the stated and the hidden reasons for the discrimination.

(3) Identify reasons why people in a minority group will accept unequal treatment.

(4) Suggest ways that discrimination can be lessened, within the society in which it occurs.

Reading Selections

Readings F, 3, 25, 26, 40, 41, 58, 68, 70, 74, 78, 84, 90.

Activity 1:

(1) Read Readings 4, 25, 26, 90.

(2) Identify the group against which there is discrimination. Suppose you were a member of that group. Mark your reaction to the discrimination with an X on the attached chart.

Have references concerning Indian history, Indians in Latin America and history of Eastern Europe available.

(3) Now join several other students who have read the same case and try to find the reasons why this discrimination is practiced, using any references your teacher or the librarian suggests. Discuss these reasons with others in your group. Check the constitution of the country to see what provision for equality it contains.

(4) Use the chart again; mark your reaction to the discriminatory act since you have learned the reasons for it with a Y.

(5) In full class discussion, learn how many have changed position. Discuss why minority peoples have accepted unequal treatment by government, or by society as a whole.

Don't be disappointed if no one changes position. Proceed immediately to discussion of why inequality is tolerated by a minority people.

Activity 2:

(1) Read all of the articles about women in India, Italy, and the U.S.S.R. Check the constitutions for status of women in each country.

(2) Divide the class into a NOW team and a Phyllis Schlafly team.

(3) Discuss the articles as they might be considered from these differing American viewpoints (Remember, those opposing ERA do not accept violence against women as right; the two sides may have differing views of such violence, but neither condones it.).

Do not let either team be all of one sex. If necessary, have two smaller groups discuss the articles with the rest of the class listening. In this case, give everyone a chance to participate by asking for written reactions at the end of the day.

Activity 3:

(1) Study Maps I, II, III, noting dates where given.

(2) List the states in Map II, starting with the largest and continuing to the smallest (Do this by "eye" judgement, not by looking up area statistics!).

(3) Size does not necessarily mean wealth or power. Use a physical map of Africa, and try to make some judgements about desirability of location: accessibility to other countries by water, remoteness because of mountains or deserts, etc. Renumber your list of states, in what you would consider more likely to be powerful.

This activity will have greater usefulness in a class with a background in or making a study of Africa. It probably would be useful in Grade 9, although you may wish to rewrite and shorten Dr. Whitaker's statement.

Give this as an assignment, if you don't have easy access to crayons or colored pencils!

(4) Assign a different color to each of the cultural groups shown on Map I and color in those groups on Map II. Are there any states which seem to have only 1 group? Are there states which have more than 2 groups?

(5) Now compare Maps II and III. Why do you think new states were created? Are any groups now divided among 2 or more states?

(6) Read the statement of C. Sylvester Whitaker (Reading 58). On the basis of his remarks about ethnic rivalries, what reasons do you see for creating the additional states?

(7) What implications for greater protection of human rights of minority groups does the creation of new states have?

Activity 4:

If your class is unable to take this kind of exercise seriously, skip to the readings and follow-up discussion.

You are a citizen of a country which has very repressive policies toward people of your particular cultural group. After a number of your friends have been arrested for practicing some of your cultural customs, you have decided to emigrate to another country. When you apply for an exit visa you are told that you have two hours to pack and get to the airport.

After 10 minutes say, "Time's up! You are now at the airport, Get in line for customs."

(1) What will you put in your sack (a little larger than a grocery bag)? Make a list.

(2) Your teacher will appoint 4 or 5 customs officers, to search your luggage. Be prepared to defend and beg for your right to take the items with you. Explain why they are important.

(3) List the items most valuable to you and after each, list the value it represents, for example, religion; individuality; creativity, etc.

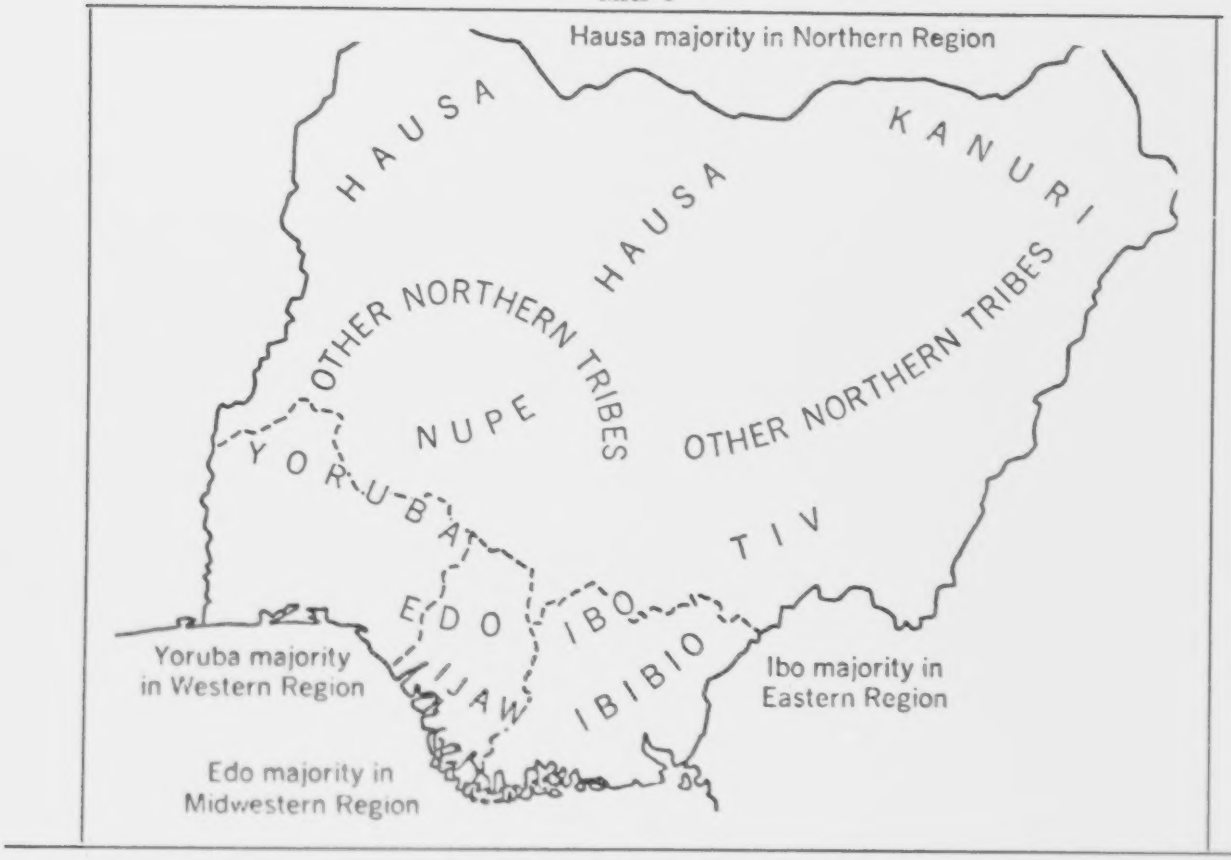
(4) Now, place an X after each item that you prefer not to discuss with the customs officer, or have him/her examine. What values or attitudes make you feel this way, for example, modesty, love of privacy, fear of ridicule?

(5) Read the articles concerning emigration from the U.S.S.R.
   (a) List the items mentioned in the article concerning the search at the airport, and after each list a reason why the emigré would have included them.
   (b) Why would the Soviet officer refuse to let the emigré take each item?
   (c) How would you feel if you were that person? Why would he/she be willing to go through it?

Activity 5:

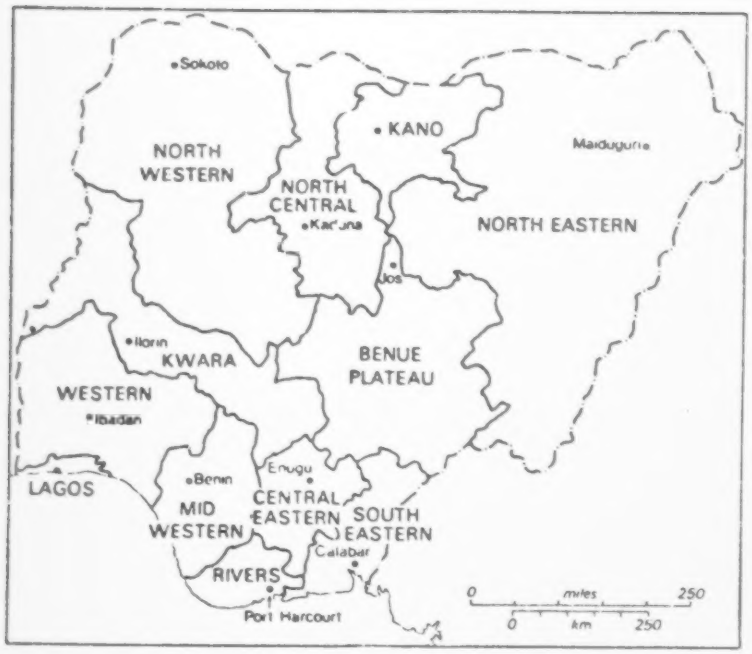
Review the cases you have examined in this module. List those in which the government, local or national, is protecting the human rights of the minority group. Mark with an X those in which there are indications that some members of the minority group are organizing protests and demanding protections. Write a brief statement about progress toward equality for all, as exemplified by these five countries.

MAP I



Main cultural groups of Nigeria from *Politics in Africa: 7 Cases.* Gwendolen M. Carter, ed. Copyright, 1966, Harcourt, Brace & World. Reproduced by permission of the publishers.

MAP II



State Boundaries before 1976 (12 states)

MAP III

State Boundaries after 1976 (19 states)

Soldiers and Oil: the political transformation of Nigeria.
Keith Panter-Brick, ed., 1978.

Case of Discrimination	Doesn't know discrimination exists	Aware of Discrimination	Neutral: It's the way life is	Object very strongly but accept it as a custom	Object strongly enough to take action

MODULE V: Can Freedom From Want Be Guaranteed?

As students work with cases from specific countries, they may check their lists to see if the issue is dealt with in the Covenant.

A good introduction to this module would be a study of the Norman Rockwell illustrations of Franklin Roosevelt's Four Freedoms.

Learning Objectives: As a result of working through these articles, you will be able to:

(1) Make judgements about the adequacy of statistical data given you for comparing one country with another.

(2) Analyze expressions of humor in terms of the anxieties or pressures within a society.

(3) Discern the feelings and attitudes of people who put up with threatening situations, despite constitutional and legal protections that are available.

Reading Selections

Readings B, C, pp. 15–19; 3, 10, 16, 21, 22, 27, 53, 80, 81.

Activity 1:

The International Covenant of Economic, Social, and Cultural Rights is formulated as statements of goals to be achieved progressively, rather than immediately.

(1) Read Part II, Article 2 of the Covenant and underline those words which indicate that progressive achievement is what is expected.

(2) Make a list of the goals, in a brief summary of each article; for example, Article 7: "fair wages and decent working conditions."

Activity 2:

(1) Study CHART A (Reading B). Circle the countries Colombia, India, Italy, Nigeria and the U.S.S.R. Describe the position of each country; that is, what percentage of daily per capita calories is available in that country, and how much is developed in the country.
   (a) What relationship is there between degree of development and percentage of calorie requirements available, according to this chart?

(2) Use CHART B to try to assemble data to explain the relative positions of these countries on Chart A.
   (a) Check any column on all four charts that has complete data for each of the five countries.
   (b) Place an X over any column where the data is not comparable; for example, not given as percentages when others are, or given for a different year.
   (c) Place a Y over any column in which the figures are not explained or are not easily understood; for example, 258 what? in Chart B.
   (d) Compare the "Data not Available" listings with the "Less developed" category on Chart A. In what instances are the "DNA's" listed for more developed countries?
   (e) What relationships can you find between any of the statistics, the position on the calorie intake column, and the position on the development level?
   (f) What further information do you need, to make statements to compare these relationships for the five countries?
      Population size vs. production.
      Population size vs. caloric intake.
      Density of population vs. caloric intake.
      Education vs. production.
      Education vs. development.

(g) Could you make statements about these same relationships for any of the five countries? List these, and write a statement of relationships in each case.

(h) Make a general statement about using statistics to compare the general welfare of countries throughout the world: What is needed, and how should the numbers be used, to make valid comparisons?

(i) Which of the countries have statements in their constitutions concerning economic conditions? health? education?

Activity 3:

(1) Jokes and cartoons often tell you a lot about the worries and concerns of people in another culture.

(a) Examine the Indian cartoon in Reading 23. Why do you know immediately that this was drawn for Indian readers?

(b) What is the message of the cartoon from *El Tiempo* (Reading 3)? Who in Colombia would not consider it amusing?

If students have trouble in recognizing the problems of poverty in Colombia, have them read and discuss the article, "Colombian Catholic Groups Speak for the Poor." (Reading 10.)

(2) Three Russian jokes are included in the *Handbook* (Reading 81). Read two official Soviet statements on housing to understand why the Russians consider the first joke funny. What do the other jokes tell you about problems in distribution of consumer goods in the U.S.S.R.?

(3) What does the cartoon (Reading 53) tell you about rising expectations of the people in Nigeria? Do rural or isolated communities in United States have problems in attracting medical personnel to practice in their areas?

Activity 4:

(1) Read the cases of Ramu, Arumugam, and Sukan Bhuiya (and others).

Have the constitutional provision against bonded labor available for all students (Article 23).

(2) Suppose that you are an Indian, a Brahman with a university education running for office in Rajasthan. You sincerely want to help people like Ramu and the others.

(a) What election promises would you make?

(b) What federal legislation and Constitutional guarantees do you have which help you?

(3) Plan a media campaign to demonstrate how you will fight the evils of bonded labor and child labor if you are elected.

(a) Who would your audience be, if you used TV?

(b) How might you reach a wider audience in villages?

(c) How likely is it, that any of those under bond would see or hear you?

Another way to use these readings can be found in the lessons prepared for grade 9.

(4) An economist who is advising you in your campaign suggests that you work for the causes of the bonded people.

(a) Why do people borrow money, knowing that bonding still persists, despite the law?

(b) How might the government work on the reasons that they must borrow?

(5) Why might it be said that the only way to combat the evils of bonded labor would be an intensive campaign at the village level by individuals who are trusted in that community?

Activity 5

Discuss with others in your class the reasons that India, Colombia and Nigeria would consider social and economic rights as important as human rights. Why would the U.S.S.R. also emphasize these rights?

MODULE VI: Can the Protector Become the Enemy?

Learning Objectives: As a result of working through these activities, you will be able to:

(1) Understand the importance of examining statements from both sides in a question of wrong-doing by the government.

(2) Read a constitution or other guarantee of rights to determine whether clauses may weaken the guarantee.

(3) Read posters and broadsides to detect propaganda, and suggest ways to test the validity of the charges.

Reading Selections:

Readings 4, 17, 23, 24, 33, 59, 60, 61, 63, 78, 79.

"Political and Civil Rights: Justice in the Soviet Union," in *Bill of Rights in Action*, v. 14, No. 1, Feb. 1980. Los Angeles: Constitutional Rights Foundation.

Activity 1:

(1) Read one or more of the following cases, and write three questions you would like to ask each of those reporting.
   (a) Vladimir Bukovsky
   (b) Andrei Amalrik
   (c) Dr. Marina Voikhanskaya

There are many other sources which can be used here. Some students may wish to read Solzhenitsyn, etc., because of interest in the topic.

(2) Several students may represent these people. An equal number of students should represent the Soviet authorities against whom the charges are made. Each group of students should question the other, to try to find loopholes in the stories given, or the statements by the authorities (Those assigned as "Soviet Authorities" should read statements concerning the legal basis for prosecuting dissidents and the Soviet psychiatric treatment of dissidents).

(3) Other members of the class may ask their questions of the three dissidents.

(4) What provisions are in the Soviet Constitution to prevent these abuses? How would the authorities reply to charges to constitutional violation?

Questions concerning CIA involvement may be raised. The U.S.S.R. has charged that the American censored Marchelli and Marx, the "CIA and the Cult of Intelligence" to remove references to this activity.

Activity 2:

(1) You are an Indian, taking an evening stroll through Calcutta. Suddenly two officers appear, and drag you off to the police station. From the line of questions thrown at you, you seem to be accused of black market operations and currency speculation, but no formal charge is spelled out.
   (a) Under the Indian Constitution, you should have some protections. Check the "picture book" version for relevant items, and list them.
   (b) What does the cartoon from the *Indian Express* imply will be the result of your raising Constitutional questions with the local police?

(2) Now read the set of documents concerning the Maintenance of Internal Security Act. Note particularly the report of the United Stated Department of State.
   —What is likely to happen to you before those Constitutional guarantees are put into practice?

(3) If you ever get out of your predicament, what constitutional reform are you going to advocate?

Activity 3:

(1) Read the broadside denouncing the violations of human rights in Colombia. Note the persons responsible and their addresses.

(2) With another student, go through the document, listing the questions that you would raise, if this committee were to come to your class tomorrow. Use the three articles from news sources to check details.
   (a) Meet with two other pairs of students and combine your lists of questions so there are no duplications.
   (b) Have the class select the most outrageous charge about which you'd like to learn more. Ask your librarian for help.
   (c) Have a volunteer student "clipping committee" make a file of news stories that relate to this charge or some of the others.
   (d) Follow this story for the rest of the semester.

One way to get information would be to correspond with the Committee, but there may be community opposition to such action.

Activity 4:

Write a brief statement giving your reaction to the question, "Does the protector become the enemy?" giving reasons for your position.

These positions can be further tested, as news stories concerning human rights appear in the media.

MODULE VII: Universal Human Rights: the Impossible Dream?

Learning Objectives: As a result of working through these activities, you will be able to:

(1) Cite examples of many individual and group efforts toward achieving universal recognition of human rights.
(2) Assess events in news stories with respect to progress of universal recognition of human rights
(3) Explain (but not necessarily condone) the delay in United States ratification of some universal human rights documents.
(4) Participate in the movement toward international recognition of human rights.

Reading Selections

Readings C, pp. 48–49, 49–63, D, 50, 51, 57, 64, 78, 88, United States Constitution.

Activity 1:

Distribute Readings 64, 78, 88 to class.

(1) Several organized efforts to bring theory and practice of human rights closer together are noted in the first three readings you will receive.
   (a) How does each group proceed, in publicizing human rights conformance/disregard?
   (b) What kinds of risks do the participants take?

   Note that letters and even telephone calls are made to dissidents in Soviet prisons; how would the U.S.S.R. regard the Amnesty correspondent?

If you have a member of Amnesty International in your community, consider having some students interview him/her and report to the class.
Students should have access to a copy of the Helsinki Agreements.

(2) How effective was Lyudmila Alexeyeva in getting the reports of the Group to Promote Observance of The Helsinki Agreements into the hands of those who might do something about the abuses?

(3) Many conferences seem to be just talk, yet years later some action might result. Project a possible future action resulting from the Armand Hammer Conference in Warsaw.

The more law-related education your students have had, the more useful this segment will be.

Activity 2:

(1) Prepare a TV documentary entitled, "Nigeria: A Success Story in Human Rights?" Use the U.S. Department of State Report, the articles on the new Nigerian government's commitment to human rights, and library references.

(2) Other students might use documents given to you in Module VI and prepare a TV documentary entitled: "Colombia: Slipping Backward in Human Rights?"

Activity 3:

(1) Read Jimmy Carter's letter to the Senate, urging ratification of the various treaties concerning Human Rights, and the excerpts of comments made by the Assistant Secretary of State, Warren Christopher. Now refresh your memory about how treaties are made and how important they are by checking Article II, Section 2, p. 2, and Article VI, p. 2, of the United States Constitution.

(2) In a court case, it was ruled that treaties that were not "self-executing," that is, with an enforcement clause built in, did not take precedence over Laws of Congress. Thus, a ratification of a non-"self-executing treaty" does not deprive the U.S. Congress of its importance in passing laws.

(3) Your State's candidate for the U.S. Senate is visiting your class, to get the "young people's viewpoint." Prepare a discussion with him/her concerning ratification of the International Human Rights Agreements submitted by the President. Tell him what stand you want him to take, and your reasons why.

Activity 4:

Communities react differently to student letter writing. Decide what is appropriate in your school. If interested, write to Project Write-On, National Conference on Soviet Jewry, 10 East 40th St., Suite 907, N.Y., N.Y., 10016. Amnesty International may also have suggestions.

As a class, decide what each of you can do, to further the cause of international human rights.

(1) You can write your Senator about those treaties.

(2) Your teacher will have addresses for pen pals, even in Eastern Europe.

(3) Watch for special days in the calendar: U.N. Day in October; International Human Rights Day on December 10; National Bill of Rights Day, December 15. Plan a school celebration of one or all of these.